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Effective Teaching Number

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June 10, 1929

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Table of Contents

EDITORIALS:—
- Effective Teaching 633
- The Glorious Present 633
- The Latest 633
- Education for a New World 634
- Pittsburgh at Play 634
- Condon and Roberts 634
- Exceptional Training School 634
- Waste Paper 634

BELDING'S PAGE 635
- Produce Thinkers 635
- Teachers Who Balk 635
- Better Planning 635

THE TEACHER'S PROFESSIONAL READING 636
By William John Cooper

THE MODERN TEXTBOOK AND THE SCHOOL 637
By Guy M. Whipple

TEACHING (Poem) 638
By Denis A. McCarthy

AN EQUAL CHANCE FOR EVERY CHILD 639
By David A. Ward

THE TEACHER'S AIM 641
By Edith G. Boutwell

GIVE JIM A CHANCE (Poem) 641
By Eleanor Scott Sharples

OLD FIRE HORSES 642
By Frank D. Boynton

SCHOOLS DEMAND PERSONALITY 642
By Caroline S. Woodruff

A GLANCE AT THE ATLANTA PROGRAM 650
By Agnes Winn

MY PHILOSOPHY 650
By Frank Arthur Scott

WHO WINS? 652
By Arthur Dean

SCHOOL PROBLEMS 653

EDUCATION IN ACTION 654

TREND OF THE TIMES 656

THE BOOK TABLE 657

GRINS BETWEEN GRINDS 659

JOURNAL MAIL BAG 660

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Editorials

Effective Teaching

EFFECTIVE teaching can be judged only by the "effects" of the teaching, and these effects can be measured only apart from the teaching.

Nothing that the pupil does in school or with school work can be estimated as a test of what the teaching means to the pupil. It can show how well the child understands and comprehends what he is learning, but it is no demonstration of the use that will be made of it.

There is no value to a fruit bud unless it blossoms; no value to a blossom unless it inspires green fruit; no value, as fruit, to green fruit unless it ripens; no value to ripe fruit unless it is harvested, and no value to harvested fruit unless it can be marketed.

It is equally true that teaching is not effective unless it ripens and gives the child an initiative after his school life ends. Teaching has little value as a possible effect when ripened unless it is harvested in creative energy, and even then it has no appreciable value unless it is marketed.

Effective teaching will ripen a child's care of his health, develop skill in thinking for himself, and will stabilize his financial and social morale.

The Glorious Present

There were never such opportunities for graduates as in 1929 and the years just ahead.

There were never such graduates to accept responsibility for making a better America and a better civilization than those of 1929.

There were never as good high schools and colleges to prepare youth for great responsibility as in 1929.

The antiques who are looking backward to ox-carts and the two-wheel chaise, and wishing their sons were driving oxen, and their daughters were retiring at dusk, have no influence, thank Fortune.

There are ten thousand boys and youth who would rather take Thomas A. Edison's place than to be a mayor or a governor, or President of the United States. They prefer to prepare themselves nobly for high success instead of waiting for luck in the political gamble.

Teachers are more humane today and are always ready to reach out a helping hand instead of swinging a rattan.

The Latest

"THE ALL-SEEING EYE" is the name of a new school in Switzerland, the purpose of which is to train dogs to lead and guide a blind man safely.

The university course will be long and difficult. Several months are required to teach the "dogs" how to guide their masters across crowded streets, and how to warn them of danger by a slight movement or a low bark.

When the animal has finished its course of training, there still remains a lesson to be taught to the blind man so that he can interpret every indication of his guide.

As we read of the faith of the proprietor of "The All-Seeing Eye" for the blind, we ask ourselves if teachers realize that the school is expected to be "The All-Seeing Eye" for boys and girls who at best are liable to go into the complex crowds of the future rather blindly.

Are children educated to detect the slightest movement of warning to stop, side-step, or step faster when the things they cannot see endanger them?

H. C. Leonard, Salem, Ohio, county superintendent, has enlisted the co-operation of the business men of the city in a plan to reach out into neighboring townships and offer a helping hand in the elimination of small one-room schools. Ohio county superintendents are displaying wisdom as well as heroism in cleaning up undesirable conditions.

Education for a New World

PRESIDENT LAMKIN has as the subject for his Atlanta program, "Education for a New World," and has asked all departments and allied organizations to follow with the same thought.

President Eva G. Pinkston of the Elementary School Principals has subjects like these: "Geography for a New World," "The Library for a New World," "Building Character for Tomorrow," and "Adventurous America." Her speakers are from Texas, Mississippi, Alabama, Georgia, Florida and Louisiana.

The State Teachers College, Madison, South Dakota, Dr. E. C. Higbie, president, is making an elaborate moving picture of the history of the state. This is real "work, play, study" education.

Pittsburgh at Play

PITTSBURGH, Pennsylvania, never does anything on an ebb tide, and the development of playground opportunities maintains its reputation.

In 1928 the attendance at the public playgrounds was 3,936,612. This was an increase of 1,500,000 in four years.

Fifteen more playgrounds are added this year. This makes fifty-two junior playgrounds, twenty-nine athletic fields, eleven large swimming pools, and nine all-year recreation centres. This for a city of three-quarters of a million people is phenomenal.

Condon and Roberts

DR. RANDALL J. CONDON will retire on August 31, and Edward D. Roberts will succeed to the superintendency of Cincinnati on September 1.

This should surprise no one familiar with the situation in Cincinnati, for Dr. Condon will greatly enjoy the leisure to travel, to write, and to lecture. His "leave of absence" to create the Atlantic Monthly School Readers gave him a rich experience in writing and a joyous taste of entire freedom from routine administration. He has been superintendent of the Cincinnati schools for seventeen years.

Mr. Condon had an unusual experience in the Maine Legislature as a young man. As a Democrat he was elected to the Legislature from an intensely Republican district, when James G. Blaine was the dominant force in the state. In the legislature Mr. Condon had unprecedented influence because of his sublime common sense, which gave him the confidence of law makers regardless of party affiliation.

He then came to Massachusetts to a district of towns. He was early promoted to the superintendency of Everett, a suburb of Boston.

After a brief service there he went to the superintendency of Helena, Montana, where he made a reputation which gave him the superintendency of Providence, from which city he went to the superintendency of Cincinnati. His success there is a matter of common knowledge.

There has never been any question but that Mr. Roberts, the assistant who had entire charge of the schools when Dr. Condon was in Boston for fifteen months, would succeed Dr. Condon when he chose to retire.

The peace and prosperity which seem to reign in the public school world are not apparent in the rank and file of the student body of all the universities, nor of all university faculties.

Exceptional Training School

SLIPPERY ROCK, Pennsylvania, State Teachers College, J. Linwood Eisenberg, president, has an unusual training school. It has all of the elementary pupils and senior high school students of Slippery Rock, high school students from two other townships, and all children from two rural school districts. The Slippery Rock township pays $12,000 for the elementary pupils. All the High School students from whatever source pay $102 per student. The outside townships and districts pay $27 per pupil.

The new training school building is one of the best in the country. The Teachers College has 120 acres in the grounds, forty-five of which are in the campus.

Yale University has the skeleton of a morosaurus, a type of dinosaur, which was discovered in various pieces in Wyoming forty years ago. It was enjoying wild life in the Intermountain region one hundred and twenty million years ago.

Waste Paper

SUPERINTENDENT H. R. GOOLD of Eugene, Oregon, had the boys of the public schools provide school playground appliances, athletic equipment, and many other things by a waste paper drive that brought more than four hundred dollars in cash and cleaned up all the cellars and sheds of the city.

That was a brilliant way to eliminate waste.

There is more irreligious viciousness in a religious university over religion than was ever known in a non-religious university. There can be no religion that is not religious.

Belding's Page

PRODUCE THINKERS.

HENRY Ford is credited with the remark, "Thinking is the hardest work there is, which probably explains why so few engage in it."

Thinking, in its real sense, is a process of striking out a path through mental underbrush towards a definite goal. Thinking, as it is usually conceived and practiced, is a process of getting lost in the woods and wandering around there until one is rescued or accidentally stumbles out at any random point.

It is surprising how successfully boys and girls who never learned to think, can skim along on the surface without ever having to exercise their latent powers of reasoning. Every observant person has seen remarkable instances of children passing up through the grades, even into college, without ever having seriously tackled a single intellectual task independently. The only task this type of youngster ever applies himself to is that of evading thought.

Is it not part of a school's duty to study the mental processes of each individual child at short range, endeavoring to train that child to reason as well as natural endowment plus intensive cultivation may permit?

Suppose, for one critical year in every child's school life, he or she were to receive individual instruction—would it not be an immense boon? This is where the rural one-room school, under exceptional teaching, may achieve marvelous results. The trouble there is likely to be the lack of time for going to the roots of things with individual pupils. But wherever that sort of procedure is in operation, the chances are excellent that thinkers will be produced.

TEACHERS WHO BALK

ONE of the big problems of the school administrator is the teacher who will not co-operate. She may be excellent in the classroom, where she reigns supreme. In matters relating to the school as a whole, she can be depended upon to balk.

In an experienced teacher this sort of thing is probably so much a matter of habit that it cannot be changed. In a younger teacher, change is sometimes possible.

The non-co-operating teacher injures the morale of the faculty. Often she deliberately seeks to lead a minority away from the notion of harmonious working. And since co-operation almost always calls for some giving up of time or some concession of opinion by the teachers, the balky member who is catered to creates a feeling of soreness on the part of those who otherwise would be perfectly willing to do their share.

Refusal to co-operate is more apt to have its roots in selfishness than in anything else.

A certain small high school had one local teacher who caused so much annoyance to a succession of principals that the school board finally re-engaged her only on promise of good behavior, and on the understanding that the principal could dismiss her at any time he deemed it necessary. This held her down rather well for a while.

No teacher should be permanently retained who manifests, under varying conditions, an unvarying inability to work along with the rest of the faculty in ways that benefit the school as a unit.

Happily the fault is not very common. Most teachers can see the necessity of aiding in whatever makes for smoother functioning of the school. Education owes much to the teachers who are willing to set aside their own comfort for the general well being and advancement.

BETTER PLANNING

IN THOUSANDS of classrooms the last few weeks of the school year are marked by a heavy increase of home study assignments. Children are told that it's their own fault. They have been so slow and so stupid, so far below the standard of former classes, that they have failed to cover the ground and now they must take the consequences.

Fine idea, isn't it? If summer vacations have any justification it is because the children have become run down and tired. This occurs in the natural course of events, without teachers intensifying the process by overloading the fagged pupils with lessons.

Blessed are those teachers who plan their work and adhere to their schedules, so that study may be tapered off a little toward the end of the school year.

Officials who make school programs usually deem it wise to prescribe certain quantitative standards of work to be accomplished in each year or grade. Where such standards are set up it is not sufficient to leave the entire distribution of time to the discretion of individual teachers. Where this is done, many teachers display the human trait of procrastination during the first three-quarters of the year and only wake up in the final period to realize the mistake. Then the poor sports among them blame the class, while all teachers who have let things drag take it out of their pupils' hides in the long run.

Anson W. Belding

Associate Editor.

The Teacher's Professional Reading

By WILLIAM JOHN COOPER
United States Commissioner of Education

TEACHING is or should be a professional act. If you do not agree you should accept willingly a tradesman's reward, and if thoughtful people refuse to commit their children to your care you should not complain. If you do agree, you will devote this summer to study. Where will you study? It makes little difference where you go if your vitality is high. If it is low go into the mountains and build up your physical equipment. How will you study? If you require a tutor and the stimulation of a group, enroll in some college or university. If you are capable of self-directed

COMMISSIONER COOPER

study, analyze your job, get an armful of good books, and hunt a quiet place to work.

What books should you take? The answer depends on what you are doing—teaching a kindergarten, an elementary grade, a junior-high-school class, a senior-high-school group, or counseling, supervising, administering, or what not. Let us assume that in September you will face forty seventh-grade pupils in English who have just entered the junior high school. Now keep in mind that you are a professional worker. Your first job then will be *diagnosis*. Are those pupils all alike in their interests and tastes? You can well guess that they are not. Are they of equal intellectual ability? You will soon discover they are not.

Do you know how to find out how much they differ from one another? Do you know how to learn their differences in reading rate? In comprehension? If you learn that the best fourth of the class can do twice as much work as the poorest fourth, what will you do about it? How can you find out whether a pupil's trouble is low intelligence, poor previous training, or lack of application in your class? When a class does rather poorly on an examination how do you tell whether the pupils are doing poor work, or the examination is poorly prepared, or you are doing poor teaching?

Suppose now you are facing this class with a prescribed state or city course of study on the desk. How will you organize this work into teaching units? For a given teaching unit will you employ a "science type" of teaching, a "drill type," an "appreciation type" or a "language arts type," or a combination of several of these? Do you know what sort of situation each lesson type fits best? Are you an artist in applying each type? Can you measure the results of your teaching in each case?

If you have answered all these satisfactorily and really know what a junior high school is and what it is supposed to do for American adolescents, I suggest that instead of a trunkful of books by Judd, Terman, Thorndike, Morrison, Gates, Pechstein, Uhl, Koos, *et alii*, you give the summer to Randall's *Our Changing Civilization*, Beard's *Whither Mankind*, Jacks' *Constructive Citizenship*, and many similar ones. A final if, for the editor says "stop!"—if you feel perfectly adjusted in this bustling civilization, borrow William Lyon Phelps' *Shakespeare*, and enjoy yourself.

"To me the foundation of American life rests upon the home and the family. I read into these great economic forces, these intricate and delicate relations of the Government with business and with our political and social life, but one supreme end—that we reinforce the ties that bind together the millions of our families, that we strengthen the security, the happiness and the independence of every home.

"My conception of America is a land where men and women may walk in ordered freedom in the independent conduct of their occupations; where they may enjoy the advantages of wealth, not concentrated in the hands of the few but spread through the lives of all, where they build and safeguard their homes; and give to their children the fullest advantages and opportunities of American life; where every man shall be respected in the faith that his conscience and his heart direct him to follow; where a contented and happy people, secure in their liberties, free from poverty and fear, shall have the leisure and impulse to seek a fuller life."—Herbert Hoover.

The Modern Textbook and the School

By GUY M. WHIPPLE
Secretary, National Society for the Study of Education

COULD the American public school carry on without textbooks? No doubt the asking of such a question will appear absurd to most teachers; for, whether we like it or not, the textbook has become a paramount factor in our educational system. Accordingly, we find it difficult to understand how European schools accomplish effective work with far fewer, and, I think, it will be admitted, inferior textbooks. Probably the success of European schools is attributable primarily to the longer tenure of service and consequent wealth of experience on the part of the teachers. Teachers and textbooks are obviously the two outstanding factors (discounting pupil mentality) in school achievement. If textbooks are inferior, teachers must be correspondingly superior.

Whatever may be true with respect to the European school, the American school is certainly dependent upon the textbook very largely for the content of instruction and almost equally largely for the method of instruction. It follows that one of the best ways for improving the content and method of instruction is to improve the textbook and to get improved textbooks into the hands of teachers and pupils.

Both of these methods of improving instruction —getting better textbooks made and getting better textbooks used—raise numerous and complicated problems. The leaders of educational research in America are fully conscious of these two problems. Important studies have already been made and others are now in the making on such topics as:—

1. Who writes our textbooks?
2. What methods are followed by these writers in the construction of textbooks?
3. Do textbooks lead or do they follow courses of study prepared by state and city school systems?
4. How do publishers select textbooks from the flood of manuscripts offered them?
5. What should be the size and face of type, the length of line, the leading, the width of margin; what the color and style of binding to make a textbook effective and attractive for use in each school grade?
6. What should be the number, size, and nature of the illustrations for books on each subject and for each grade?
7. How much money is being spent in the United States for textbooks? What is, and what should be, the ratio of this expenditure to the expenditures for teaching, school buildings, administration, etc.? Can the cost be reduced, and if so, how?
8. Who selects textbooks? Who should do so?
9. Are score cards useful in the evaluation of textbooks by superintendents, supervisors, or committees of teachers?
10. What are the merits, if any, in the state adoption of textbooks? In the state printing of textbooks?
11. To what extent, in what ways, and with what effect do legislative enactments and legal decisions affect the adoption, sale, cost, and use of textbooks?
12. What are the advantages and disadvantages of free textbooks?
13. How may reprehensible practices on the part of authors or publishers in the marketing of textbooks, when and if proved to exist, be suppressed?

These are by no means all of the topics under investigation in this country, but enough of them have been listed to show that keen interest is felt in the problem of the textbook, and that we may confidently anticipate substantial progress in the construction of the textbook and in its distribution. It may not be out of place to say that the National Society for the Study of Education has a committee on the textbook at work under the chairmanship of Dean J. B. Edmonson, of the University of Michigan, and that this committee plans to bring forth in February, 1931, an authoritative Yearbook upon many of the topics just mentioned.

Pending the outcome of such investigations, a few personal impressions may be permitted.

1. *The general quality of the textbook in American schools has steadily improved.* A comparison of any modern primer with the old New England Primer, for example, is startling; there is no factor in book-making—type, illustration, contents, fitness for the work intended—wherein the New England Primer even remotely resembles the modern book. So far as that goes, an almost equally startling contrast will be forthcoming if we compare a modern textbook with those studied by many of the teachers who read this article. This general improvement in the quality of textbooks is one thing for which we may thank the prevailing competition among textbook publishers. Whatever ills may be laid at the door of competition, it remains true that the certainty of searching criticism of every new textbook by hundreds of competing salesmen is one reason why the modern publisher simply *dare* not produce an inferior grade of goods.

2. *The content of the modern book has been particularly shaped by the numerous studies of social utility.* A notable instance is seen in the modern speller. No speller can secure adoption nowadays unless its word lists are demonstrably based upon the results of such investigators as Ayres, Jones, Horn, Tidyman, and Cook and O'Shea, all of whom sought to determine just what words the child will need to write as a child and later as an adult. Similar illustrations could be cited from the field of modern geography and from that of modern arithmetic.

3. *The vocabulary and style of the modern book is adapted, on the basis of objective evidence, to the capacity and needs of the grade for which it is designed.* It is true that there is room for improvement in this respect, but marked progress has been made in this fitting of the text to the pupil's mental equipment.

4. *The modern book is designed to avoid sheer memorizing and to stress real assimilation and active response by the pupil.* The hearing of recitations, in the sense of securing a series of verbally correct replies to formal questions on the content of the textbook, is fast disappearing; its futility is perfectly apparent to any intelligent teacher. Most interesting in this connection is the appearance of all sorts of "work books," "laboratory pads," "diagnostic tests," and "self-remedial tests," which are of such obvious usefulness as to be eagerly welcomed by all teachers who see the psychological merit of such supplementary and accessory material for ensuring real learning.

5. *Improvements in textbooks, like improvements in other merchandise, cost money. Superior textbooks are almost certain to cost more than inferior ones, and they are worth the difference.* A treatise might well be written on this theme. All that I can say about it in this brief article is that teachers and administrators ought invariably to look at quality first and price second. It is not necessary to argue this point, is it? Improved textbooks cannot be gotten into use in our schools unless those who select the materials of instruction set up as their basic principle of selection: "Not how cheap is this book, but how good is it."

I think the use of new and better textbooks will be decidedly furthered when more school systems adopt the methods that are being developed in certain cities—Los Angeles, for example—of appointing committees of supervisors and classroom teachers to lay down criteria for evaluating textbooks in a given field, and to examine and report upon the offerings of the textbook publishers on the basis of these criteria. Naturally mistakes will be made in following this method of procedure, but the source of these mistakes can be discovered and corrected.

Certainly the day should be past when some member of the local board of education determines what book shall be used because he likes the color of the cover or because its copyright date is one year later than its competitors or because one of his friends married a friend of the author.

Written for the Journal of Education

Teaching

By DENIS A. McCARTHY, LL. D.

When you've mastered all the methods,
  Penetrated all the ways,
Wherein those who were successful
  Justified their claim to praise —
Very precious the possession
  Of the technique and the art,
But you can not substitute it
  For a sympathetic heart!

Learning will be useless lumber
  If it does not make you see
That the verb "to know" is never
  More important than "to be."
And take heed of what you're saying,
  For the pupil, wiser far,
Will be thinking while you say it
  Of the kind of man you are.

'Tis the understanding spirit,
  'Tis the soul resolved to give,
'Tis the love behind the lesson,
  That can make the lesson live.
Garner every bit of knowledge
  As a miser does his pelf,
But remember that the core of
  All your teaching is YOURSELF!

An Equal Chance for Every Child

By DAVID A. WARD
Superintendent, Wilmington, Delaware.

WHY should not every child have an equal chance for an education? In our democracy, founded upon the principle that all men are created equal, it is logical to expect that every child should have an equal opportunity to prepare for citizenship. No standard lower than that is worthy the aspiration of any teacher or parent. No standard lower than that can be accepted

DAVID A. WARD

as the fulfillment of the responsibility of government or school officials, yet we are far from the realization of such a standard of education. So long as the school term varies from ten months to six months; so long as conditions vary from modern well-equipped schools to insanitary and unattractive surroundings; so long as the instruction given varies from the most carefully selected material to the simple rudiments with no adaptation to the child; so long as teacher-training requirements vary from sixteen years to seven years, we are not meeting the obligation implied in the declaration of equality which we accept as the basic principle of our civilization.

What does an equal chance mean? Certainly it does not mean uniformity, because all children do not live under similar conditions. Neither are they all endowed with similar abilities and traits. An equal chance means, then, an opportunity for every child to discover and develop under favorable conditions the powers which enable him to meet most effectively the obligations of life. To this opportunity every child in America is entitled.

To attain this ideal situation three conditions are necessary; first, there must be provided school buildings which are sanitary, comfortable and inviting, with adequate equipment for instruction; second, the curriculum must provide for the varying abilities, tendencies and life opportunities of the child; third, the standard of training for teachers must insure to every child a teacher whose ability, vision and skill can apply the curriculum to the needs of the child.

Not only are sanitary and comfortable buildings necessary, but the child should have pleasant and artistic surroundings. School buildings and grounds which are well-planned and well-kept contribute to the development of character as well as to intellectual growth. Too little attention is often given to the appearance of the school. This is especially true of rural schools, many of which are still much below the standard which should be maintained for reasonable opportunities in child development. Fortunately, however, this condition is being rapidly removed.

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Inequality of opportunity of a much more serious nature exists in the character of instruction given. When children are provided instruction in academic subjects only and denied the opportunity of studying those subjects which lead directly to the occupations in which they may enter, or when the rigid curriculum requires that all children in a school conform to the same type of instruction, the opportunity of adapting their education to the life which their native abilities would prescribe is lost. The adaptation of courses of study to the needs of the child, however, is being effectively made in many well organized schools. There is great need that facilities be provided throughout the country for meeting this important obligation of the school.

Above every other consideration in importance is the teacher. Not only trained teachers, but teachers with sincere motives, with skill and vision are necessary to utilize the equipment and apply the curriculum to the best advantage of the children. We are still very far from the realization of this condition, and it is probably the most difficult one to attain. In 1924 three and one-third per cent. of the teachers in one state had completed only the seventh grade in education, six and one-fifth per cent. had completed the eighth grade, eight and one-fifth per cent. had completed the ninth grade, eleven and one-half per cent. had completed the tenth grade, and twenty-seven per cent. had completed the eleventh grade, only thirteen and one-half per cent. were graduates of normal schools.

In another state in 1924 fifteen per cent. of the rural teachers had not received education equivalent to graduation from high school. In another state in 1925 seventy-nine per cent. of the teachers had received no professional training. In another the records of 1926 show that seven and six-tenths per cent. of the teachers had no professional training and more than one half the teachers of one-room schools had not reached graduation from normal schools. These illustrations show the wide variation in the preparation of teachers and consequently the serious inequality of opportunity for children. Every child is entitled to instruction by a trained teacher, and the country has not fulfilled its fundamental obligations until that condition is realized.

Happily all of the conditions discussed are improving, but they are not improving as rapidly as the resources of the country should warrant. Why do these conditions lag? What is the remedy? The cause is the lack of vision of the taxpaying public and the remedy is adult education. Educators have been engaged in educating children and asking the public for support in their enterprise. We must begin to educate the grown-ups.

A letter was received from a politically selected city official. It began: "I have a personal friend of mine who has a daughter." After mentioning the position for which the daughter is applying the writer says: "I will thank you to do anything you can to secure the above mentioned position for her," and later, "anything you can do to help her secure the above mentioned position will certainly be appreciated by me." This is typical of many requests the superintendent receives. It represents a very general attitude and illustrates the need for a public appreciation of the purpose of the public school. So long as the citizen sees the school as an institution organized "to take care of" his friend's daughter it will be difficult to demand and secure sufficiently trained teachers for all children. Financial need, widowhood, political affiliation and other like qualifications do not constitute a correct basis for the selection of teachers and yet it would be surprising to the average layman if he knew the extent to which these considerations determine his recommendation of candidates. So long as popular opinion accepts the theory that anybody can teach school, increased public support for well trained teachers will be difficult to obtain.

It is not the educated people generally who oppose increased expenditures for good schools. It is, therefore, logical to expect that if the general average of adult education were raised, the general willingness to support good schools would correspondingly be raised. A general program of adult education will result in better support for schools. It is only when the taxpayer sees the value in education that he is willing to contribute his share to provide the facilities for instruction. It is only when he recognizes the relationship of efficient individuals to society that he will demand and support a liberal and flexible program of studies. It is only when his vision of citizenship enables him to view all children with sympathy and impartiality that he will demand a trained teacher for every child. The hope of the child is in the education of the adult.

The work of the specialist is being well done. The work of the generalist, who must co-ordinate our various activities and interests so that we may be successful in accomplishing our common aims and larger purposes, is not.

This condition is not inevitable. It arises from the prevailing dominant interest in specialization. If young men of ability will qualify themselves both in theory and in practice to be the co-ordinators of large human purposes, they will become the men of the century.

—Arthur E. Morgan.

The Teacher's Aim

By EDITH G. BOUTWELL

Portsmouth, N. H.

BEYOND the requirements of the plan book, above the dictates of supervising expert, broader and bigger than any point of technicality or standardization is the teacher's accountability to the soul and spirit of the individual needs of the child. Although all details of the course of study are carried out to the very letter of the law, unless a teacher unlocks the door to each child's soul-world and leaves therein germs of truth, which will expand with the years and grow into a harvest of soul requirements—that teacher is a failure. Many children would be far better off left to their own resources than placed under the jurisdiction of the materially-minded teacher, for the things men live by, the thing which tides over a great crisis is a spiritual force which contacts the soul of man—a vibration welling up from out a soul's rich experience and reaching subtly into the souls of other men. The great teacher, whose life counts richest service and blessing, is one whose life is richly grounded in the teaching of the "Nazarene," who came "that they might have life more abundantly." The most important business in life is the training of children, and in our methods of working for efficiency we have gone far, and are now evolving a plan bordering on the spiritual plane in which, as "through a veil darkly," we half glimpse, half feel a sense of higher responsibility and avenues of approach to the development of the child's immortal soul.

Give Jim a Chance

BY ELEANOR SCOTT SHARPLES

Don't be in a hurry with little Jim.
God knew 'twould take years for a man to grow,
He knew the job would be very slow,
So don't you be in a hurry with Jim.
Perhaps Jim is wasteful, perhaps he is slow,
Perhaps doesn't think that his elders know,
Well, that's the way God grows a man.
If it could be done better (you know God can),
He would have tried some other plan.
Yes, but He didn't; so don't you fret,
Jim stumbles today, but he'll come right yet;
God knew 'twould take years to grow a man,
He knew the job would be slow and long,
To grow a man with a will that is strong,
A will that will break every stone in his way,
A will that will climb to God's mountain height,
A will that will bend every force to the right,
A will that will bring a new, glorious day.
If God can wait for little Jim,
Then don't you be in a hurry with him.

—The Parent-Teacher Broadcaster.

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OF

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Associate Professor of Education, Teachers College, Syracuse University

273 PAGES, 5½x8, $2.50

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"Old Fire Horses"

By FRANK D. BOYNTON
Superintendent, Ithaca, N. Y.

IN THIS motorized state of society, what is to be done with the "old fire horses" in education? Will Carleton assigned the old fire horse to drawing a milk wagon, and the old fellow keenly sensed his demotion. One day while hitched to his milk wagon, the fire bell sounded the familiar alarm, and Samson-like, once more his strength returned and he responded to the call. Into that response the old horse put everything he had and reached the fire still hitched to his milk wagon instead of the accustomed fire engine, then broke his faithful heart. It was his last run.

Well, I don't know what others may do, but the Ithaca Board of Education, backed by the good people of this classic city, has resolved what to do. For those who have borne the burden through the lean years when salaries were so low that one's income of necessity had to be supplemented in some manner in order just to live, there is to be no anxiety, no lowering of the level of living, no demotion after voluntary retirement.

Four teachers who belong to this small and diminishing number of service veterans, to be found in every city of our loved country, have resigned. The State of New York has provided a retirement fund which enables a teacher to retire after a given number of years of service on approximately one-half of her average salary received during the last five years of service.

But the Ithaca Board of Education reasons that those who have rendered service to the youth of this community for even a longer period than that set by the state, devoting their lives to the training of youth when teaching admittedly was the poorest paid occupation into which one could enter, should be able to retire and to live upon the level which better salaries in these later years have made possible. Therefore, for this small but goodly company, the Ithaca Board of Education supplements the provision of the state and these veterans retire upon full salary equal to that drawn in their last year of active service for the remainder of their lives.

And why not? At best we are only using a part of the interest on deferred payments. For the money paid in those early years was a mere pittance when compared to the service rendered. Let us rally around these battle-scarred veterans who have so valiantly fought the fight for free public education regardless of personal sacrifice, manning the nation's fortresses in a time of siege, and in very truth making the American public school the bulwark of constitutional liberty, and the stabilizing influence of our matchless prosperity.

Schools Demand Personality

By CAROLINE S. WOODRUFF
Castleton, Vermont

THIS is not a scientific analysis of personality, but is intended rather to show the relative place of personality in the developing and training of teachers.

1. How vital a factor is personality in teaching success?
2. If it is a determining element, can it be developed or acquired?
3. If so, to what extent?

When the Normal School at Castleton, Vermont, re-opened in 1921, the authorities were confronted with a situation enviable in many respects—an opportunity to reconstruct on new lines, unfettered by certain conditions often obtaining in an institution of long standing and over which existing authorities have little control. Everything at Castleton was new—a new system of records and reports was instituted, a new type of student ratings was introduced, and in doing this those in authority were conscious of and put emphasis upon two points relatively unrecognized as a formal procedure in the curriculum of teacher-training institutions—

1. That a major responsibility upon teacher-training institutions was to make specific, formal provision for the development of the personal qualities deemed essential in one preparing to be a teacher, as well as for the scholastic and professional growth of the individual student.
2. That some provision should be made recording these personal characteristic ratings as well as the scholastic ratings of students.

Inquiries into more than seventy-five State Normal Schools from all over the country showed that only two of those responding made any formal, concrete provision for such rating, or had any recorded form of growth in these personal ratings to which access could be had after the student had left the institution. Most of these

schools expressed a belief that there should be some such record, but that personal ratings are such intangible immeasurable qualities as to make ratings of this kind quite impossible.

Here, then, was the situation even ten years ago—school authorities sought always this personality information regarding candidates for positions, yet no means of getting this information, except through the general opinion of the principal, dean, or some other faculty member to whom was delegated the filling in of their questionnaires. In other words, it was largely an unwritten judgment of one or possibly two people with no concrete, composite judgment of at least a small group of the teachers themselves who had followed the students rather intimately during their two, three, or four years of normal school.

Today a survey of conditions in normal schools would doubtless show quite a reversal of procedure. Scientific study has shown that personal characteristics can be evaluated and even measured with tolerable reliability. Practice and experience are showing that these characteristics can be developed and even acquired when seemingly quite lacking. The Castleton Normal School set out to select and to evaluate certain characteristics of proven desirability and believed fundamental in successful teaching, and to make some definite use of these in the development and training of its students. They believed that it was as distinct a phase of teacher preparation as scholastic and professional training.

Material was gathered largely from the following sources:—

1. Through a faculty study-project running through the year, an analysis of the teacher's job was made—what constitutes a good teacher, the particular elements essential and the determining factors in teaching success. Also what factors contributed to lack of teaching success.
2. A similar analytical, but more elementary study was made by the INTRODUCTION TO TEACHING class based on their observation of good teachers and poor teachers in their own experiences and from the student's viewpoint.
3. A study of questionnaires used by superintendents and other school officials in looking up candidates for teaching positions.

This resulted in the following, reduced through elimination and combinations to qualities as few in number as could practicably be utilized in an effort toward guiding the individual development and growth:—

(Continued on Page 646.)

CRUMBS OF COMMON SENSE

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on Topics and Manners of the Day

WARREN H. GOLDSMITH
Head Proofreader The Boston Globe, Author and Publisher

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Last April the author received from a leading bookseller in Harrisburg, Penn., an order for a copy of the book. Two weeks later he wrote assuring the dealer that he could return the book free of expense in case he could not sell it. Soon came, hotfoot, this pungent letter from Harrisburg:

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"Dear Sir: In reply to yours of the 7th, we do not understand why you want your book returned. The book was ordered for a customer, and he has accepted it and is well pleased with it.

"You intimate in your letter that our people are not broad-minded enough to read your book, and others similar.

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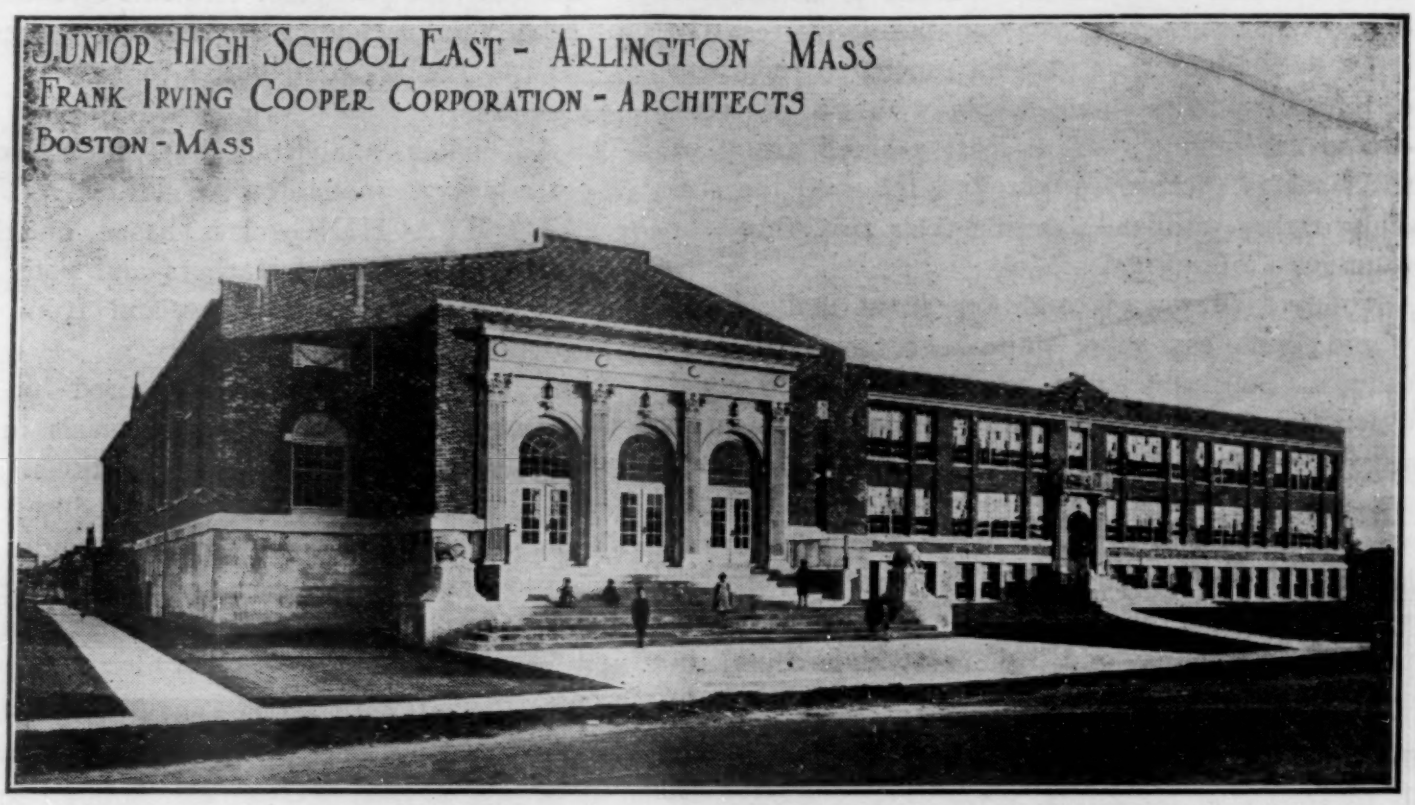


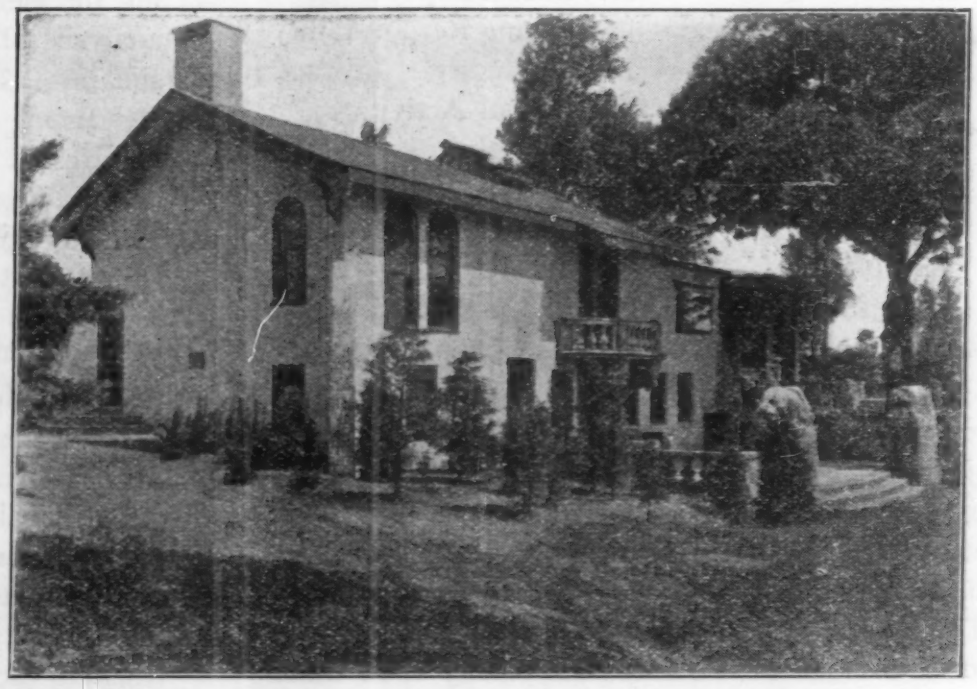
The improvements at the SOMERVILLE HIGH SCHOOL are the result of a most careful study of the needs by the school authorities and the Cooper Corporation. One of the improvements in the central building is enlarging the Assembly Hall and fitting it for community as well as school uses. It will now seat 1,800, has a well equipped stage, and for the appreciation of music, supplementing the new music room elsewhere in the building, it has a reproducing horn for use with records or radio. The mouth of the horn appears in the back of the stage. Somerville is one of the first cities to equip its high school with this important educational adjunct, useful also at student socials and community gatherings.

SOMERVILLE HIGH SCHOOL

ASSEMBLY HALL

Architects — Boston and Hartford

he STUDIO of the Frank Irving Cooper ration, on Mr. Cooper's estate at Way- Mass., is an attractive building, Medi- ean in feeling, which has been im- t in the development of certain fea- of the work of the office. Experiments terials and treatment have been con- here. The ground floor is fitted up drafting room available when the Bos- fice is crowded. The main hall has aluable in the development of various in sculptural design. The latest of the of experiment has been the develop- of the reproducing horn. This must volume enough for the hall, and the y necessary for the study of music. merville horn was tested in Wayland.



he illustration below will give an idea of the dignity and importance of the SOMERVILLE HIGH OL with work completed. The central building with the sloping roof has been extensively re- d. These changes, in addition to those of the Assembly Hall, include better offices for the al and his staff, a library, a banking room, a music room, adequate to the demands of the modern chool, and an emergency room. A cafeteria to accommodate 800 to 1,000 at one time has been below the Assembly Hall. Science, mechanical drawing, freehand drawing, and manual train- e now in quarters better fitted than before for their needs.

he wings to right and left of the Central Building, together with the Gymnasium are new con- ions.

hese changes have been made without disturbing the regular program of the school.

Personality

(Continued from Page 643.)

1. PERSONALITY
2. Health
3. Personal Appearance
4. Refinement and Culture
5. Courtesy
6. Poise and Dignity
7. Enthusiasm
8. Forcefulness
9. Initiative
10. Leadership
11. Taking Responsibility
12. Attitude toward School Activities
13. Effort
14. GROWTH IN DESIRABLE ATTITUDES
15. Character and Ideals

An interesting feature in the study was that in all superintendents' questionnaires, personality was given a leading place, the first place in a great majority of them, and in only one was this quality omitted. The list of personal ratings has been somewhat revised, but remains still in content not unlike the original list.

The next question was—how could students be made conscious of the emphasis placed upon these personality ratings by school authorities and how could each student acquire, through conscious training, these fundamental qualities?

The values, tangible and intangible, of a vital personality in a teacher are immeasurably dynamic. Some one has said: "Character is caught, not taught, by a powerful personality."

Proceeding upon the definition of personality as given by one author, "the sum total of all attributes," this quality was given major consideration. It has been defined by another as "the thing that makes you you, that distinguishes you from all others," and by still another as "all one's habits, manners, ideals, interests and attitudes." Granted then that personality is generally considered of paramount importance in a teacher, how may it be developed?

Students at Castleton Normal School formally study processes of developing personality in various ways:—

1. By selecting some individual of their acquaintance having a striking personality, then analyzing the elements that constitute its charm. By analysis also of one with a colorless personality, listing the things she lacks.
2. By listing qualities of mind and heart as manifested by those in general having pleasing personalities, and the lack of them in others. For example—their ease of conversation with friends and with strangers—things they read—recreations they enjoy—experiences they have and relate—interest they evince in the interests of others—enthusiasm they show—courtesies, general and specific—thoughtfulness of others—sympathetic understanding of situations—ideals and ambitions—their taste in dress—their general appearance—grace in walking—use of voice—physical energy.
3. By individual conferences with at least two teachers each year, when personal ratings, confidential record of which is given to each student, are frankly discussed and specific ways noted for growth in each.

It is true that in a small institution definite personal work can be done with greater ease than in a large school. On the other hand, a larger faculty group can be so organized as to give each teacher a correspondingly small group to be personally responsible for.

The end sought at Castleton, while not wholly attained, has justified beyond any doubt the success of the effort in making personality training a major phase of activity, and the Castleton Normal School is beginning to realize, in the opinion of a host of school officials who have watched the development of beginning teachers, as well as in the opinion of those who are constantly associated with them at the school, one of its chief objectives.

A Glance at the Atlanta Program

By AGNES WINN

PRESIDENT UEL W. LAMKIN has prepared a program par excellence for the sixty-seventh annual meeting of the National Education Association at Atlanta, June 28—July 4. First of all he has had the courage to make a radical departure from the meetings of other years by opening the convention on Friday and closing it the middle of the following week with a rousing patriotic celebration on July 4. This will give those who are planning to attend summer sessions time enough to reach their schools the following Monday. It is also favorable to those who are sailing for Europe to attend the Geneva conference.

The general theme of the entire convention is "Education for a New World." This thought will predominate in the programs not only of the general sessions, but those of the departments and allied organizations as well. At the opening session on Friday evening the speakers will be William John Cooper, United States Commissioner of Education, and Bishop Francis J. McConnell, president of the Federal Council of Churches of Christ in America.

On Saturday the state delegations will meet in their state headquarters to elect members to the committees on resolutions, credentials, necrology, and to nominate state directors. That afternoon N. E. A. visitors will be the guests of the commis-

(Continued on Page 650.)

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A Glance at the Atlanta Program

(Continued from Page 646.)

sioners of Fulton County at an old-fashioned southern barbecue at the fair grounds.

One of the high lights of the convention will be the first life membership dinner on Saturday at 6 o'clock at the Ansley Hotel. Life membership in the Association is becoming more and more popular, and it is expected to reach 2,500 by July 1. Following the dinner a sacred concert, featuring the folk songs of the negro race, will be given in the Atlanta auditorium by students from the negro colleges and public schools of Atlanta.

On Sunday the churches throughout Georgia will give attention to the convention theme, and three hundred educators have been invited to occupy pulpits in the state.

Beginning with Monday, the mornings will be given over to meetings of the Representative Assembly and to general sessions. Among the important committee reports which will be presented to the assembly are those on appointment of delegates and kindred questions, international relations, investigation of propaganda in the schools, and retirement allowances. At the session on Monday the nominations for president, vice-president, treasurer and a member of the executive committee will be made. The ballot boxes will be open all day Wednesday for voting. The closing session on Thursday morning, the Fourth of July, will take the form of a patriotic mass meeting with Hon. Arthur W. Hyde, Secretary of Agriculture, the speaker of the day.

Among the prominent speakers on the general program will be: Lorado Taft, the Chicago sculptor; William Green, president of the American Federation of Labor; J. C. Wright, director of the Federal Board for Vocational Education; A. O. Thomas, president of the World Federation of Education ; Madame Castellani, of Italy; Dean Walter Williams, School of Journalism, University of Missouri, and president of the Press Conference of the World; M. R. Trabue, University of North Carolina; Principal Robert R. Moton, Tuskegee Institute, Alabama; Lucy Gage, assistant professor of elementary education at George Peabody College; Dean Anna P. MacVay, Wadleigh High School, New York City; and W. E. Blatz, associate professor of psychology, University of Toronto, Toronto, Canada.

Following the usual plan the afternoons will be given over to the meetings of departments and allied organizations. The president or chairman of every group has planned an excellent program of activities. Sessions will be held by the National Council of Education and the following departments: Adult Education, Business Education, Classroom Teachers, Deans of Women, Elementary School Principals, Kindergarten Primary Education, Lip Reading, Rural Education, School Health and Physical Education, Science Instruction, Secondary School Principals, Supervisors and Directors of Instruction, Visual Instruction, Vocational Education.

In addition meetings will be held by the following allied organizations: American Classical League, American Home Economics Association, National Council on Student Participation, National Congress of Parents and Teachers, National Council of Administrative Women, National Council of Geography Teachers, National Council of Teachers of English, National Geographic Society, National League of Teachers Association, School Garden Association of America. There will also be a conference of superintendents of schools.

For those who are interested in the social side of the convention there will be breakfasts, luncheons, and dinners galore. The two largest functions aside from the life membership dinner will be the elementary school principals' dinner Tuesday evening at the Eastlake Country Club, and the classroom teachers' dinner on the beautiful terrace of the Atlanta Biltmore on Wednesday evening. At this dinner a group of colored singers will entertain the guests with negro spirituals.

Atlanta is a musical city, and she has lived up to her reputation in planning for the convention music.

Atlanta and the South are ready to receive the visitors. Superintendent Sutton, ably assisted by his local committee, has spared no time and efforts in planning for the pleasure and comfort of those who will be in attendance at the convention. There will be hospitality in abundance. Courtesy cars, furnished by the business people and citizens of Atlanta for use of N. E. A. guests, will be in evidence everywhere. As one feature of the local entertainment program, the Parent-Teachers Associations of the Atlanta schools in co-operation with the teachers will play host to the state delegations on Tuesday afternoon, July 2, at 4.30 o'clock, one state being assigned to each school.

So far as the weather is concerned those who are acquainted with Atlanta predict that N. E. A. visitors will be just as comfortable in that city as in any other city east of the Rockies where the convention has met in previous years. The South is eagerly looking forward to this meeting, which promises to be one of the great meetings in the annals of the Association.

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Seven Ages of Man

By ARTHUR DEAN

There's the Age of Babyhood: The world of reality unfolding some wonderful experience every hour. If the child could talk, and in its way it certainly does, we'd hear: "What's that queer shadow that squeezes me, teedle-ti-tums me, sticks pins into me and nearly frightens me to death with its queer face? What's that light that makes me blink, that food that gives me a queer feeling and that noisy thing running over the floor? Each baby is an actor on the home stage and the fond parents a most attentive audience.

There's the Dramatic Age: The time when the house and yard is the stage; the child is the actor and the parents applaud or wish they had a refund. How little eyes do see, and ears do hear, and tongues do move. The stage is a lively place with childhood's experiments and questionings. A continuous performance of comedy and tragedy. What a lot of scene shifts and stage paraphernalia to keep one little actor busy!

There's the Loud Age: When, as James Russell Lowell puts it, "The child has loudened to a boy." The stage is the universe and the audience is everybody — teacher, parents, other children, even the policeman. A trying age for the audience because it must test its power of interpretation in a plot of many twists and turns. For youth itself a trying age because it will try anything once — and oftener.

Then the Impossible Age: When the boy is a cross between an angel and an imp; and a girl stands at the threshold of a new world between beckoning hands and hands restraining. A time when parents and teachers must look for the invisible good and blind themselves to the visible bad. The stage performance is a continuous vaudeville of noise, song, and stunts.

There's the Age of the Three G's: Gangs, goings-on and going-outs. 'Tis then we deal with group thought; when, "what the boys say," and "what the girls of my age do," confront the oldsters. Loyalty to the gang flourishes and comradeship with all sorts and conditions are parental rivals. The fountain of youth spurts with tremendous pressure of racial history behind it. The actors are a stock company and the world views with astonishment the attempts of youth to play adult parts.

Ah, The Age of Romance. Self-sufficiency running as high as one hundred per cent. What unbounded impatience elders display with their old-fashioned ideas about closing hours for dances, saving money, "early birds and worms," and "hares and tortoises." Stage rules of old are forgotten. The old scenery must be repainted. Youth would write its own plays. Those who understand are admitted free — others may keep away.

Then the Age of Responsibility. Youth has trained itself to "go it alone." Schools and parents have done their bit in educating for responsibility. The stage is again the world. Each now plays his speaking part without full knowledge of what has gone before or what follows after. The places in the audience of sympathetic teachers and parents have been taken by those who are themselves actors in the drama of life. The audience hisses, applauds, laughs or cries. Now the actor has no stage director except himself and the scenes constantly shift before his eyes. He may find himself on an empty stage in an empty hall. But at least his cry for independence has been answered. He has reached the age for which all that has gone before is but a preparation.

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School Problems

Edited by a School Executive

269. How much of a buffer between the teacher and general supervisor should the principal be? (Texas.)

This is a common situation. It sometimes occurs when the teacher is a little weak, but has redeeming qualities not so apparent at first in the occasional visit of the supervisor, but plainly seen in the more constant observation of the principal. Timidity sometimes prevents full bloom on the part of the teacher before the supervisor. If such is the case the principal should explain and clear the situation with the supervisor, whose business it is to win the teacher's confidence, if possible. Here is the buffer spot, that confidence point. The principal should promote confidence in the supervisor and encourage his teacher to get all the assistance possible from her. The progress of his school depends on that. If his teacher is very sensitive he may need to act as a buffer until understanding, and friendly co-operation between the supervisor and teacher are established. If on the other hand the teacher's standards of satisfaction are too low, her wall of conceit too high, or her attitude and effort below her best, then the greatest kindness he can do her, as well as his school, is to refuse to be a buffer; refuse to be a source of sympathy, when what she needs is straight talk to awaken her to her possibilities. He should stand behind the supervisor and not between her and the teacher.

270. How can we get women's clubs to take an interest in public school affairs? (New Jersey.)

We are most interested in those endeavors in which we actually work, make a contribution. That is generally true. If you want to get a person interested in any movement get him on the inside, working in it. Therefore one of the surest ways to get your Woman's Club interested in your schools is to ask them to do something for them.

Woman's clubs in various places have started dental clinics, mother craft classes, nutrition workers, have furnished deans for girls, supported college scholarships, and given money to special needs in different school departments. New lines of work supported by a woman's club until their value is demonstrated, are often taken over by the school department, and is one of the easiest ways to get in new lines of work. Frequently the music department of a woman's club is only too glad to contribute to public meetings held by the school department and help in various ways with the instrumental music program offered in modern school systems.

271. Should memory gems be taught as a separate subject? (Ohio.)

No, as a rule now the idea of memory gems is carried right along with the other subjects, such as reading both prose and poetry, literature and history, and when something worth storing up for leisure hours or times of stress or trouble the pupil is led to memorize it. To lead him to memorize it, of course, is the true teaching situation.

To set aside five minutes a day for memory gems and go through a routine list makes it a formal affair, and is apt to take the joy out of saving up something beautiful in that inner treasure-house of the spirit from which memory gems are taken out when needed.

272. How should Health Readers be used in the school? (Missouri.)

Most of our new health readers have specific directions as to their use. If not they should be used as you would use any other reader, basal if you are planning to build your health instruction on them, which is a very narrow way of handling the situation, but sometimes necessary if you have no supervision, and as a supplementary reader or reference book according to your program or level of grade work.

The idea of having health readers just as you have nature readers, history readers, and other kinds of readers is becoming a very popular one, especially in the lower grades. In the first three grades to use your health reader as a supplementary reader seems to work well.

273. What do you think of limiting the foreign language in a Junior High to only pupils of high capacity? (Louisiana.)

I have known junior highs that follow that plan, but I do not believe that we have psychological evidence to support it. That is, we are are not sure that only those of high capacity do well in foreign languages or that languages are any more difficult for the ordinary student to master than some of the other subjects. Such a plan puts a premium on foreign languages that real life fails to warrant, and consequently gives the wrong viewpoint in relation to them.

EDUCATION IN ACTION

Dean Defends U. S. Colleges

Dean Virginia C. Gildersleeve of Barnard College comes to the defence of American college systems, which had been unfavorably compared with those of England, by pointing out a variance to which little attention had been paid hitherto, namely that of compulsory attendance. "In England a degree is awarded mainly on the merits of a long, difficult and very formal examination taken at the end of the whole college course," she said. In this country, with a few exceptions established in recent years, we have no such final examination for the bachelor of arts degree. The usual American degree is given for an accumulation of credits gained a few at a time, course by course. "Class attendance, class discussion and recitation papers, quizzes, mid-year and final examinations, all taken together make up the sum of the credits for which the degree is given. For this reason we feel obliged to make sure that in each course the work has been thoroughly done, and we are inclined to think that class attendance makes up part of the sum total for which the points of credit are given," she said.

Vermont Land Donated for School

A school and conference centre is to be established by the National Board of the Young Women's Christian Association upon property in Ludlow, Vt., given as a memorial to Allen M. Fletcher, once Governor of Vermont. The 500 acres of land and two buildings, one of them 146 years old, come to the national board as a gift from the widow and daughters of the Governor. The school is to be opened in June with Miss Elizabeth B. Herzring, national rural communities department secretary, as dean of the faculty. Rural work secretaries will be taught.

Forensic Society For Junior Colleges

A new society has made its appearance in junior colleges on a national scale this year. It is Phi Rho Pi, National Honorary Forensic Society for Junior Colleges. It was founded in 1928 by Professor Rolland Shackson, coach of debating at Grand Rapids Junior College, Grand Rapids, Michigan. It is intended to stimulate interest in a kind of extracurricular activity that ordinarily gets but scant attention in these days of football glorification. Phi Rho Pi is strictly an honor society. As such it is not affected by anti-fraternity legislation. Merit alone determines membership, and that merit is measured chiefly in terms of accomplishment in public speaking of some sort. There are at present nine active chapters of Phi Rho Pi. These chapters are distributed geographically from California to West Virginia, and from Texas to Michigan. Roy Newton, coach of debating and instructor in psychology, Ferris Institute, Big Rapids, Mich., is national president. Other officers are: R. R. Pfeiffer of Crane Junior College, Chicago, national vice-president, Rolland Shackson, Grand Rapids, Mich., Junior College, national secretary-treasurer, and Joseph Sherry of Grand Rapids Junior College, national student representative.

Students Want Jobs as Dry Sleuths

Prohibition officials in Boston recently denied that any Harvard students were employed as liquor sleuths in the college and that even if they were hired they would merely be performing government work and helping to enforce the eighteenth amendment. It was also stated that there wasn't any reason for not hiring them in the future. This last comment by the prohibition department seems to have been the signal for scores of young students, both male and female, to want to take up prohibition sleuthing as a side line. Within a few days after the above statements were made the department was thronged with eager applicants who have tried to convince the officer in charge of their all-around detective ability. Although only Harvard students were mentioned in the original story, students from other Greater Boston universities seem to feel that they should not be slighted, with the result that almost every college and many private schools have been represented among the applicants.

School Peace Declared in Lowell

A compromise in the school appropriation war between Mayor Thomas H. Braden and the School Committee of Lowell, Mass., which has been fought since January and was about to be brought to the courts, was effected recently. Under the compromise Mayor Braden has agreed to submit a supplementary appropriation bill of at least $35,000 so that the Lowell schools can continue to function through this year. This $35,000 additional is $8,000 less than the Finance Committee recommended and $50,000 less than was expended last year, but the sum has met the approval of the School Committee and peace has been declared. In January the Mayor cut the School Committee estimate $112,000 to a point that was $86,000 less than was expended by the School Committee in 1928. Since that time there have been countless conferences and battles over the School Department appropriation.

Foreign Universities Admitting Americans

This year 104 universities in Europe are opening summer terms for foreign as well as native students and travelers, according to the report of the League of Nations Institute of Intellectual Co-operation. These sessions are from one week to three months in duration. The price for tuition and board ranges from $10 to $30 a week, according to monetary exchange of the country and the kind of accommodations desired. Excursions with guides to points of interest, social meetings with citizens of the towns and a chance to learn some interesting details in the life of the people, which the ordinary traveler does not have time or opportunity to observe, are among the advantages offered by these summer schools.

Mary Escapes Long Wait for Education

"I'll get the college degree yet if I have to wait until I'm a grandmother for it." But Mary did not have to wait nearly so long. "Isn't it thrilling to know," said Mrs. Katharine P. Pomeroy, president of the Vocational Supervision League of Chicago, "that Mary has embarked upon her university training this fall, retaining as a part-time worker the position in which she had done so well that her employers were willing to make any reasonable adjustment in order to help and keep her?" What was done for Mary has been done during 1928 for 158 boys and girls similarly situated, Mrs. Pomeroy added. The league is organized to help boys and girls whose families cannot afford to keep them in high school. It gives them not only a monthly allowance, a scholarship, but friendly advice and encouragement, bridging a difficult period.

Teacher Training Problems Discussed

Teaching as a profession is holding its own in spite of the attraction of rival occupations, and the educators' problem is to select for teacher-training schools those students who are best qualified to keep pace with the demands of modern education, according to speakers at the fourth annual spring conference of Normal Schools and Teachers Colleges, held in New York City. Methods by which secondary and normal schools are determining the qualifications of candidates for teacher training and the means of setting up policies and administering programs of service in a state system of teacher-training institutions, were the subjects of addresses at the opening meeting.

Private School Salaries Vary

The best-paid professors in private secondary schools in the United States average $3,860 a year, and the lowest paid $1,390, according to Dr. Mather A. Abbott, headmaster of Lawrenceville, N. J., School, who quotes from a survey of seventy private educational institutions recently completed. "The range of faculty salaries revealed is wide," declared Dr. Abbott. "A Texas academy reported a minimum salary as low as $780. Schools in North Carolina and Alabama reported minimums of $900. A contrast among the 'lows' was that of a minimum salary as high as $1,800 in a certain Massachusetts academy." The highest maximum salary reported, Dr. Abbott stated, was $10,000. This came from a New York City private school for girls. About a half dozen schools, all in the eastern states, showed maximum salaries of $6,000 to $8,000. Such figures invite comparison with those of our colleges. The minimum salary at Princeton, as recently announced, is $1,800; the top, $9,000. Yale's lowest paid teachers receive $1,500, its highest $8,000. Chicago gives highs of $10,000 and Columbia of $12,000. Even Williams, whose enrollment is no larger than that of many preparatory schools, gives up to $6,000 and starts at $3,000."

Prison Inmate Is Teacher of Civics

A convict who describes himself as a "university graduate and the victim of the school of hard knocks," has begun a course in civics in one of the largest State Prisons of New York. In a letter to the Special School Bureau, made public by the State Department of Education, the convict-teacher said of his course: "We carefully and clearly explain that society primarily exists for the benefit and protection of its members. Naturally there must be certain rules. We tell the student that he, as a member of society, evaded his obligations, failed in his duties to his fellow man and is therefore banished for a time. By good conduct and honest effort he may, if he so desires, win another chance."

Advocate German In Lower Schools

Public prejudice and the indifference of school boards are retarding the teaching of German according to an appeal from Columbia University urging the resumption of the study of German as a part of secondary education. Professor Frederick W. J. Heuser of the Department of Germanic Languages calls attention to "the lack of students equipped with a reading knowledge of German, which is seriously interfering with the pursuit of the sciences and with the expansion of our commerce in foreign parts." A further result is that "the colleges are now overburdened with classes in elementary German, which is scarcely a collegiate subject."

School Radio Stations Granted Silent Season

Educational broadcasting stations of colleges and universities may shut down their stations during summer vacations, provided each station desiring this privilege submits a request showing the necessity for the temporary discontinuance, the Federal Radio Commission has announced. Stations likewise will be required to notify the Commission of the period during which the suspension is desired.

Mexican Students Strike —Too Many Examinations

Law students of the National University of Mexico, one of the oldest schools on the American continents, recently went on a strike in protest at the innovation of monthly written examinations. It is their contention that term examinations are quite sufficient. Two students who refused to obey the strict edict were ducked in a pond on the campus, and ridden through the university section on a rail.

New Aviation Course Lures Women Students

Expanding its engineering college to include a course in aviation, the University of Alabama at last has found an engineering course which attracts women students, according to G. J. Davis, Dean of the college. Several women students already have registered for the course and more are expected. The course will give students basic knowledge concerning airplanes. Actual flight training will be optional and will be given at Maynor Field, Tuscaloosa's municipal airport, which was developed by co-operation of the city and the university. Dean Davis said that the course would cover meteorology, navigation, aerodynamics, design, rigging and motor study, in addition to the regular requisites of underclass engineering students.

Arkansas Teaching Home Economics

Teaching home economics in Arkansas presents some unique problems, as in that state the majority of the people own their homes and the majority of those homes are in rural districts. In the opinion of Druzilla Kent, state supervisor of home economics, the program of domestic science and vocational agriculture made possible by the passage of the Smith-Hughes act met one of the most urgent educational needs of the state. "Since agriculture is the leading occupation in the state," the writer says, "the vocational program was set up to meet the needs of the agricultural sections, and every school that accepted aid for vocational agricultural education had to equip and maintain a department of home economics at local expense."

Teachers Appreciate Educational Films

Appreciation was shown by some 2,000 headmasters and school teachers who attended a special demonstration of educational films for young people recently in London. Films were shown of "life stories" of animals and plants, famous historical events, interesting mechanical processes, sport, travel and humor, and special films showing children of distant lands.

Rights of Students Restored in Spain

King Alfonso has signed a decree re-establishing normality of student life in the closed Spanish universities, Primo de Rivera, Premier, has announced. The Premier declared the Government reserved the right to apply disciplinary measures against individual students or professors who had been prominent in public disorders, or had taken part in political activities against the Government.

Head of University Of California Quits

William W. Campbell, president of University of California for six years, has announced his resignation, effective July 1, 1930. His retirement complies with the rule which permits him to receive a pension after his sixty-eighth birthday. He will be sixty-eight April 11, 1930.

Better Lighting In Schools Urged

Mental and physical deterioration of children and adults and an increasing adverse effect upon intellectual activity as the result of improper lighting in schools and homes are disclosed in a survey just completed by the Eyesight Conservation Council of America. To curb this menace to health and the shortening of many lives throughout the nation, the council urged that steps be taken to rectify the error. "A study of the relationship between the various senses and the accumulation of information and experience by the human being indicates that the visual exploration is, undoubtedly, the most prolific sensory source of learning. To eyesight has been ascribed forty-six per cent. of the learning acquired by the average individual, and this is based on psychological tests," the Council stated.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

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MURINE FOR YOUR EYES

TREND OF THE TIMES

THERE IS a growing tendency in France to accuse the United States of deliberately planning to "Americanize" Europe. In proof are pointed out such occasional semi-official interventions as the Dawes plan and the present conference of experts, as well as American business enterprises in France.

TWO-WAY TELEPHONE conversation between a moving train and a stationary point has been successfully demonstrated on the Canadian National Railway recently, and the service is to be made available shortly for passengers between Chicago and Toronto. Radio waves carrying the voice of the speaker in the railway car to the telegraph wires along the railroad right-of-way by the impulses were transmitted to the receiving point.

ISLAM is on the defensive against Christianity in West Africa, according to the Rev. F. Deauville Walker, secretary of the Wesleyan Missionary Society, London. This is in exact contradiction of the missionaries' usual report a few years ago, which likened the progress of Islam in West Africa to a prairie fire sweeping all before it.

WASTE ELIMINATION, standardization of parts, reduction of varieties have contributed to lower costs and higher profits. More than eighty-four commodities have reduced their varieties or styles to a degree ranging upward to ninety-eight per cent. Avoidance or reclamation of wastes may be credited with a total saving today of $5,000,000,000, on Hoover's estimate of $600,000,000 annually. Standardization is saving the automobile industry $750,000,000 a year.

SPRING FEVER is out of date and there is no excuse for it, Professor R. Adams Dutcher of Pennsylvania State College declares. Modern dietary habits, based on scientific information, prevent the run-down condition formerly so prevalent when Winter ended and the warm days came.

SLAVERY, which still exists in many Asiatic and African countries, has been abolished by the Persian National Assembly. Inland China, with its huge population, has perhaps the largest number of slaves in any country. It is estimated that that country has 2,000,000 slaves. Of the slaves in Arabia, a majority were born in bondage, and they regard themselves as better than the ordinary tribesmen. Slave traffic is so great and slaves are so plentiful and cheap in Ethiopia in Africa that even the servants have their own personal attendants.

ARTISTS have now been drafted into the Fascist syndicates and assigned a representative in the Italian Government, the purpose being the "revival of painting and sculpture to its flourishing state."

TWENTY-FIVE of the leading evangelical denominations of the United States and Canada, representing a combined constituency of 23,267,767, gave the vast total of $532,368,714.80 to all purposes during their last denominational years, respectively, according to the annual report of Dr. Harry S. Myers, secretary of the United Stewardship Council. The largest denomination reporting, the Methodist Episcopal, with a total membership of 3,980,931, gave a total for all purposes of $98,758,030, a per capita for all purposes of $24.81. The per capita gifts of the Moravians were $72.53, the highest of all. Membership in this denomination was 18,367.

TWO of our modern inventions—the airplane and radio—will make insurrections less fashionable in Mexico hereafter. In the last insurrection the bombing planes, made in the United States and flown to the "front" below the Rio Grande, scattered the loosely knit rebel forces and detected their ambushes from the air, it seems, and the radio carried the bad news of the ensuing defeat to all parts of Mexico. As a consequence, recruits stopped coming in, money was hard to obtain, and in the face of the American embargo against planes intended for rebel forces the uprising could not be carried on.

THE UNITED STATES is today the most careless nation on earth, declares R. H. Aiston, president of the American Railway Association. "Carelessness," continued Mr. Aiston, "is one of the worst scourges that faces this country, for the reason that it not only causes a tremendous monetary loss, which could easily be averted, but also frequently brings suffering to the innocent." Preventable waste in industry amounts to approximately $10,000,000,000 a year, it is estimated by eminent engineers.

The BOOK TABLE

STRAYER - UPTON JUNIOR MATHEMATICS. Book One. By George D. Strayer and Clifford Brewster Upton, both of Columbia University. Cloth. 266 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Mathematical skill is more universally needed now than ever before. Arithmetic is more essential than was dreamed of when the antiques magnified the "three Rs."

Strayer and Upton have caught the spirit of adventurous pioneering in discovering principles, methods and devices for making the junior high school equip every boy and girl with a gyroscope compass, as it were, that goes direct to the highest attainment in efficiency and then resets the automatic compass to the next point on the great circle of progress so that in their three books of "Junior Mathematics" they will encircle the mathematical globe, so to speak, so that students will know that they know what to do and how and when to do it in every emergency that calls for a working knowledge of mathematics.

THE EYE SINGLE. By Fannie Spaits Merwin, president Illinois State Teachers Association 1928 (T. Sands). Illustrated. Cloth. Taylorville, Illinois: Parker Publishing Company.

"The Eye Single" is a brilliant teacher story, school story, religious story, racial story, political story, sociology story, community story and a love story all blended in less than 200 pages.

Fannie Spaits Merwin has written a remarkable story of a child who suffered unspeakable wrong at the hands of the school system when a school board was domineered by one woman with social aspirations and social prejudices, by a principal who "must keep his job," by a teacher naturally sympathetic, but lacking in courage.

A story in which racial and religious prejudice is dramatically utilized in the righting of several wrongs, social and professional.

A story in which country politics and village politics with a pair of conscienceless respectable bosses play their success a little too skilfully.

A story in which love affairs mix in various ways, but always briefly, in all the affairs of school and society, in church and politics.

There is not a paragraph that is not interesting and suggestive, really valuable professionally or sociologically.

If it gets the right start in these vexatious times this book should have a vast sale and help to solve some of the mischievous problems of the day.

CRUMBS OF COMMON SENSE. By Warren Henry Goldsmith, head proofreader of the Boston Globe, DeLuxe Edition. Published by the author, 85 Mooreland road, Melrose, Massachusetts.

Five thousand "Crumbs of Common Sense" by a man who has lived by reading what all sorts of men have written for a great daily paper for half a century.

We have never seen so much common and uncommon sense between covers as Warren Henry Goldsmith has corralled from everybody worth while on every subject worth while, and every "Crumb," dropped from some master's table, promotes the joy of thinking which is never so enjoyable as when it uses waste time.

"Jealousy is the blunder supreme" will result in more wholesome thinking than a volume of stupid preaching in psychological phrases.

BETTER ENGLISH. Grade Four, 209 pages, Grade Five, 190 pages, Grade Six, 226 pages, Grade Seven, 244 pages, Grade Eight, 328 pages. By Harry Jewett Jeschke, Milton C. Potter, superintendent, Milwaukee, and Harry O. Gillet, University of Chicago. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an unusually complete program for pupils in Grades Four to Eight to develop appreciation of the importance of using the English language creditably and effectively.

It is exceptionally skilful in developing the art of using the English language from eight to twelve years of age so naturally as to establish a habit of thinking automatically whether everything is said or written in the right way for a given occasion.

It is remarkably scientific in its adaptation of the work of each year to the social and intellectual attitude of the child of that age.

For instance, boys and girls in the Fourth Grade are in the green fruit stage, growing physically more than behavioristically. They do not like to be made to do anything. Obedience is not a passion with boys or girls of eight or nine years of age.

They care little for what the teacher wants them to do, but they like to know, as though they had discovered it, anything that makes them know something that others do not know, and how to do something that others cannot do. They resent anything that suggests their ignorance, but they are enthusiastic over anything that interests them for its newness to them.

They resent having their ignorance exposed. When a child's attention is called to the fact that *nothing* is *no* thing, he says to himself, I should have known that, and he looks at other words to see for himself if *never* means *not ever*.

Each book thinks of the attitude of mind of the learner. This is wonderfully well done and gives a personality to each book because it meets the pupil's need and social development.

ELEMENTARY STATISTICS. By J. Harold Williams, Ph.D., University of California, Los Angeles. With a preface by Lotus D. Coffman, President of the University of Minnesota. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This book fills a real need. Every teacher and every parent who is interested in the modern education of children should know the language of the profession sufficiently to know the significance of "frequency distribution," "midscore," "media," "the modal interval," "variability," "standard deviation," and "quartile deviation."

Dr. Williams discriminates sensibly between professional statistics that every reader of educational articles should know and those which are created to humiliate the non-specialists. He provides so much practice that one can master every detail without the aid of a teacher.

SOCIAL ECONOMY. A Text in Problems of American Democracy. By Ezra Bowen, head of the Department of Economics, La Fayette College. Cloth. 580 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The distinguishing feature of this text is the attitude of the author, who disavows any intention of assuming that he is absolutely right in his opinion on every subject or on any subject. This justifies an enthusiastic opinion on every subject.

Everything he says is merely an

opinion which he has and not a law and gospel declaration. This makes interesting reading and magnifies the students' responsibility for the opinion which results from the study of the government of city, state and nation, as well as of the relation of local government to all other governments, and of the American government to other world governments.

As the title suggests, it is a study of Social Economy which places emphasis upon how Americans earn a living, which deals heroically with production and salesmanship, transportation and finance and the immediate American problems resulting from changing conditions.

WHEN KENTUCKY WAS YOUNG. Pen and Ink Sketches of Log Cabin Days from Virginia Ownership to Kentucky Statehood. Louisville: John P. Morgan Company.

Fannie Casseday Duncan of Louisville, Kentucky, has rendered an important service to the entire South and to the North, educationally, in this book.

No state had a more romantic flirtation with fame and fortune than had the people bordering on the Ohio River from the Virginia mountains to the Mississippi River while it was fascinating to the adventurous Virginians to enjoy the blue grass region while they were nursing new venturesome aspirations to seek other worlds to conquer in the great Northwest.

Nowhere can there be found anything approaching the charm of "When Kentucky Was Young," for in those mountains and valleys were the men whose humble homes gave the South Jefferson Davis with his intense desire to create a nation out of those who were dissatisfied with their comrades north of the Ohio, and also Abraham Lincoln, who led the forces that saved the Union, now more glorious, even in the South, than was ever dreamed of by Pilgrims, Puritans, or Sir Walter Raleigh.

Fannie Casseday Duncan in her delicious style is giving Kentucky an opportunity to be worshiped as in the days when there were no local discriminations between the Mountaineers and the Pennyroyalists, the regal residents of the Blue Grass pastures and the Reservations between the Tennessee and the Mississippi.

The author will make Kentucky young again if the boys and girls of the North and South will get a thrill of the human touch of the days of Daniel Boone and Henry Clay, and other romantic adventurers. Let's help her to recreate an atmosphere as captivating as that "When Kentucky Was Young."

BEGINNERS BOOK OF THE CORRECT PRACTICE OF PARLIAMENTARY LAW. Compiled by Kate Hassell and Bertha Raub, Dallas Public Schools. Cloth. Dallas, Texas: Published by P. L. Turner Company.

Practice in Parliamentary Procedure is almost as essential now as a knowledge of good manners on the street or at the table, and a "Beginners Book of the Correct Practice of Parliamentary Law" is almost as indispensable as a dictionary. Teachers who were "prepared" ten years ago had no suggestion that they would be expected to be experts in this matter by this time. Such a book as comes from classroom teachers of Dallas is an inexplicable blessing to teachers who must practice a new art without warning.

ORAL ENGLISH AND DEBATE. By Lyman M. Fort, Mitchell, South Dakota. New York: Henry Holt and Company.

This is a definite, direct help for any one whose business it is to teach people the art of public speaking, or any one who is trying to learn that art by himself. There was never a time before when there was such a universal need of ability to speak as now, and never were there so many learning to speak effectively. There are tens of thousands of business and professional men to whom this book would be of inestimable service.

No one should be allowed to complete a high school course who has not had an opportunity to learn to be a successful public speaker.

Teachers, of all persons, should master this art. Here is a book of surpassing value in every phase of this subject, and it is a book that one can carry with him without it being conspicuous.

FORMING CORRECT LANGUAGE HABITS. A New and Unique Method of Securing Desired Results in Primary Language Teaching. A Foundation for any Language Series. By J. K. Ellwood. Boston: Meador Publishing Company.

There never was a time when the public demand for results from school work was as insistent as it is today. Every normal child in America completes the sixth grade. Every child in America must be letter perfect in all common school subjects in order to have everybody support the public schools heartily.

This makes a new demand for absolutely correct work in the common branches of the first and second grades, correct habits in the use of language and number.

Language pads are now as indispensable to practice for correct language as is blotting paper for clean penmanship.

Language pads are vital as a guarantee that the teacher absolutely knows that each pupil is forming correct habits.

Language pads reduce the teaching strain two-thirds. The Ellwood Pads, with the Manual, "Forming Correct Language Habits," are a skilful method of securing the results demanded of the first three grades.

THE PHILOSOPHY OF TEACHING OF ST. THOMAS AQUINAS. By Mary Helen Mayer. Introduction by Edward A. Fitzpatrick, Marquette University. Milwaukee, New York, Chicago: The Bruce Publishing Company.

The publishers render an exceptionally important service in making the educational philosophy and leadership of St. Thomas Aquinas accessible in an attractive English translation. It is a revelation that any one was so far ahead of philosophers whom we worship as was Sir Thomas Aquinas.

KARL MARX: HIS LIFE AND WORK. By Otto Ruhll. Translated from the German by Eden and Cedar Paul. Cloth. 18 East 48th street, New York City: The Viking Press.

Whatever one may think of the philosophy or influence it is essential that everyone who would be socially, industrially and civically intelligent know Karl Marx and his philosophy.

If there is any harm in the man and his philosophy there is vastly more harm in having it afloat as a myth than to have him a real personality.

This is the first opportunity that anyone has had to know this marvelous personality through a good English translation. He is sure to be idol of a class that will always be found in every age. The only real tragedy will be to have those to whom Karl Marx appeals infatuated with him to be able to say that those who do not believe in him or his philosophy don't know either the man or his philosophy.

HANDBOOK OF ATHLETICS FOR COACHES AND PLAYERS. By Graham Bickley, University of Illinois. Cloth. 151 pages, fully illustrated. New York: A. S. Barnes and Company.

This book will give any coach of football, baseball, basket ball and track all the up-to-date information that he needs to have at hand. It helps him to know how to keep abreast of those high school games as they meet new conditions with new rules and methods.

GRINS BETWEEN GRINDS

So That's What They Are!

Little Clarice's French tutor had been endeavoring to teach her that there are only two genders in the French language — masculine and feminine. Next day, desirous of learning if the child had remembered, she asked: "How many genders are there in French?"

"Two," came the quick response.

Much gratified, the tutor then asked: "And what are they?"

After a moment's reflection Clarice replied: "Masculine and genuine."

You Can't Fool Him

Teacher—"If you had a little more spunk you would be at the head of the class. Do you know what spunk is?"

Pupil—"Yes, sir. It's the past participle of spank."

Liberal Soul

"Dat man's as lib'l as dey makes 'em. He loaned me five dollahs two yeahs ago an' he ain' nevah ast fo' it yit. Eb'ry Sat'day I goes 'round an' pays him two-bits interest, and he says foh me not to worry 'bout dat principal. No, suh, dat banker shuah am white."

Stretching to Order

A lady advertised for a maid and was showing an applicant for the place over the house.

She had been very liberal in her promises of privileges—afternoons off, evenings out and so on—and it looked as though the two had come to an agreement, when just as she was leaving the house, the girl asked:

"Do you do your own stretchin'?"

"Do we do what?" asked the puzzled mistress.

"Stretchin'," repeated the girl. "Do you put all the food on the table at dinner and stretch for it, or must I pass it around?"

Who Goliath Is

Jane, aged four, was in Sunday school one morning when the teacher started to tell the story of Goliath.

"Can anyone tell me who Goliath is?" the teacher asked.

Jane raised her hand timidly. "Please, teacher, I'm not sure, but I think he is Andy Gump's baby."

He Marked Him

Doting Mamma—"Don't cry, dear. Which one of the twins hit you?"

Percy—"The one with the black eye."

Mental Suicide

A maiden at college, named Breeze,
Weighed down by B. A.'s and M. D.'s,
Collapsed from the strain.
Said her doctor: "Tis plain
You are killing yourself—by degrees!"

And a Joker!

Life is like a deck of cards. When you are in love it is *hearts;* when you are engaged it is *diamonds;* when you are married it is *clubs;* when you die it is *spades.*

Exactly

Little Girl (reading)—"What is leisure, mamma?"

"It's the spare time a woman has in which she can do some other kind of work, my dear."

All Provided For

Senator Connelly recently met a colored woman he had not seen since the days when he was county attorney.

"Auntie," remarked the senator, "I hope your man doesn't abuse you the way he used to."

"'Deed he doesn't, Mistah Tom; 'deed he doesn't, suh."

"Well, I'm mighty glad to hear that. After all, I guess his heart is in the right place."

"It sho is, Mistah Tom," Auntie chuckled; "and the rest of his body also is, too. He's in jail."

Plus a Loud Hooter

Algernon (reading joke)—"Fancy this, Percy: 'A chap here thinks that a football coach has four wheels.'"

Percy—"Haw, haw! And how many wheels has the bally thing?"

Nothing Like That

Doctor—"Do you assimilate your food, Aunt Liza?"

Aunt Liza—"No, Ah doesn't, sah. Ah buys it open an' honest, sah."

Wow!

An inspector, who had just returned from the Isle of Man, was examining the girls' class in geography. "Can you tell me what island there is off the English coast which from its name you would judge to be inhabited by people of the male sex only?" "Please, sir, the Scilly Isles," replied a girl, promptly.

And How!

She—"I spent my vacation up in the mountains."

He—"Really! Did you have a guide?"

She—"Well, only my conscience."

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JOURNAL MAIL BAG

Is There Another?

Editor, Journal of Education:—

I want you to help me discover whether any teacher in the public schools in the United States began his teaching at a tenderer age than the writer.

It was after the Civil War. A country school trustee came to my father's store and asked for a teacher out of our large family. Six were already engaged. I was in the store at the time and the country trustee asked my father why I could not consent because he had heard that I had a certificate, which was true. This was on the first day of June, my fourteenth birthday. The trustee inquired of me whether I would be willing to try it. I said: "You bet."

On the 20th of October, the same year, I walked out two and one-half miles, received the key from the trustee, unlocked the door, opened the shutters, made a fire, and waited for the horde to come. It came, thirty-five of them, any one of a dozen boys could have thrown me out in the snow, but it was a case of hold on to the job, and I did it.

Some mornings I waded in snow up to my waist. I had to flog the bully of the school, who was eighteen years of age. I received twenty-four dollars a month. If anybody has knowledge of anyone having begun earlier, I should be very glad to have his address and write "congratulations."

Very truly yours,
P. M. Fisher.

School Department,
Oakland, Calif.

Better Expression

Editor, Journal of Education:—

A very strong attachment to English Literature has impressed upon my mind a realization of the noticeable inferiority of present-day expression to that of one or two hundred years previous. Current expression — displayed in books, newspapers, magazines, correspondence, and speeches—seems to have lost that fine quality, that elegance, that dignity, which, evidently, was so popular in the eighteenth and nineteenth centuries. This situation is, in my opinion, to be greatly deplored; we should not suffer our native language to degenerate; it is filled with beauties, which it is our duty to perpetuate.

I am fully aware that English and Grammar are still deemed very significant in modern educational institutions, — that praiseworthy effort is being exerted by educators and instructors to the improvement of methods of teaching proper English habits. However, apparently the aim is largely to promote merely simplicity, clearness, and comprehensiveness; there is little concern about developing grace and choiceness in the manner of verbal employment. Consequently, we have little cause to wonder that most of our men and women —not excepting high-school and even college graduates—are quite incapable of constructing a letter, a theme, or an oral address, possessed of truly literary worth.

I am firmly of the conviction that a renewal of that splendor, that eloquence of style, in English expression, would be greatly to the advancement of the character of the English-speaking people. In full seriousness, I believe that, in a large way, the character of any people can accurately be measured by the general quality of its expression.

Walton P. Wells.

6031 Kenmore Avenue,
Chicago.

Meetings To Be Held

JUNE

26-July 4: American School Citizenship League, Boston; Sec., Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.; Atlanta, Georgia.

26-30: American Federation of Teachers; Sec., Florence C. Hanson, 506 S. Wabash Avenue, Chicago, Illinois; Memphis, Tennessee.

26-July 3: National Association of Visiting Teachers; Sec., Lois A. Meredith, 8 W. 40th Street, New York City; San Francisco, Calif.

28-July 4: American Classical League; Sec. Rollin H. Tanner, New York University, University Heights, New York City; Atlanta, Georgia.

28-July 4: National Conference of Student Participation in School Government; Sec. Anna M. Hayward, Wiley High School, Terre Haute, Indiana: Atlanta, Georgia.

28-July 4: National Education Association, Washington, D. C.; Sec. J. W. Crabtree, 1201 16th Street, N. W., Washington, D. C.; Atlanta, Georgia.

28-July 4: National Society for the Study and Correction of Speech Disorders; Sec. W. B. Smith, 110 Bay State Road, Boston, Mass.; Atlanta, Georgia.

JULY

1-5: American Home Economics Association, Washington, D. C.; Sec. Frances Zuill, University of Iowa, Iowa City, Iowa; Boston, Mass.

2-4: Federation of Catholic College Clubs; Sec. J. F. Vanhorn, 4025 Aspen Street, Philadelphia, Pa.; Cincinnati, Ohio.

8-12: American Medical Association, Chicago, Illinois; Sec. Olin West, 535 N. Dearborn Street, Chicago, Illinois; Portland, Oregon.

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

LIST OF ADVERTISERS

	Page
Albany Teachers' Agency, Inc.	661
Albert Teachers' Agency	661
American and Foreign Teachers' Agency	661
American Book Company	625, 626, 651
American Seating Company	663
Arlo Publishing Company	659
Bryant Teachers' Bureau, Inc.	660
Cary Teachers' Agency, The	661
F. E. Compton and Company	664
Cooper, Frank Irving Corporation	644, 645
Corlew Teachers' Agency, The	661
Duncan, Fannie Casseday	651
Eagle Pencil Company	656
Emerson College of Oratory	659
Fickett Teachers' Agency, The	660
Fisk Teachers' Agency, The	660
Ginn and Company	632
Goldsmith, Warren H.	643
Gregg Publishing Company, The	630
Heath, D. C. and Company	628
Holden Patent Book Cover Company	648, 649
Horsford's Acid Phosphate	651
Houghton Mifflin Company	627
Ittner, Wm. B., Inc.	661
Kellogg's Agency	661
Laidlaw Brothers	628
McGraw-Hill Book Company	641
Macmillan Company, The	631
Meador Publishing Company	630
Murine Company, The	656
National Teachers' Agency, Inc.	661
Palmer, The A. N. Company	630
Parker Publishing Company	639
Pratt Teachers' Agency, The	660
Silver, Burdett and Company	629
Victor Talking Machine Company, The	647
Wilson School Photography	662
Winship Teachers' Agency	661
World Book Company	628

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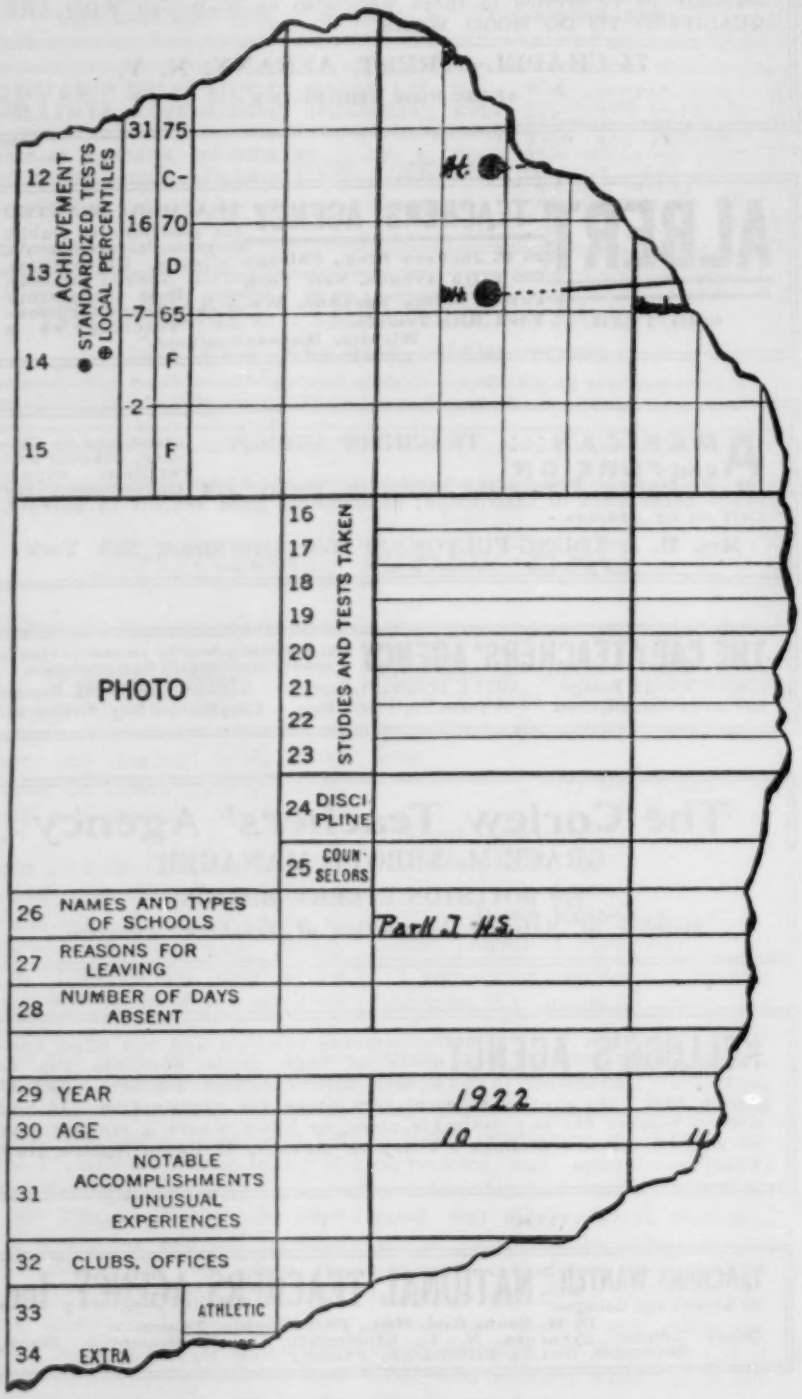

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